

## **Sources**

Elko County Visual Arts Curriculum is in accordance with the sources that are as follows:

- National Art Education Association
- Nevada State Department of Art Educational Standards
- Getty. Art Ed. - Internet
- Virginia Department of Education Division of Research and Testing
- National Endowment for the Arts and the United States Department of Education
- The Book of Lists

# **ELKO COUNTY ELEMENTARY ART TEACHERS MISSION STATEMENT**

The mission of the Elko County Elementary  
Art Teachers is:

To create an environment within the  
classroom that promotes creative  
artistic growth through expressing  
and exploring the applications of the  
visual arts.

## **Learning Activities**

The art program will include, but is not limited to, experience in the following areas:

1. Media/Techniques  
Drawing, painting, print-making, ceramics, building and constructing (3-D), and mixed media.
2. Art Appreciation  
Artists, art in society, art history, and culture.
3. Elements of Design  
Line, shape, color, texture, space, form, and value.
4. Principle of Design  
Balance, contrast, emphasis/dominate, repetition/pattern, rhythm, unity, variety, movement, symmetry.
5. Design and Composition  
Making the best use of the principles and elements of design,.
6. Theme and Subjects  
Still life, landscape, figure, draw from line, draw from imagination, draw from reference.
7. Art Vocations and Careers  
Different areas where art skills are required, areas where art skills are useful, types of specific jobs related directly to art.
8. Technology

Ž Art teachers may use checklists, exams, notes, and other means to help assess student progress.

## **GENERAL OBJECTIVES**

### Specific Learning Objectives

#### Students will:

1. Be offered an environment which allows exploration and promotes self-expression, creativity, and imagination.
2. Further develop their motor skills and coordination.
3. Develop perceptual awareness and further develop use of senses.
4. Be encouraged to use more right brain functions.
5. Develop aesthetic awareness (respond, discuss, and evaluate).
6. Be offered a variety of materials and techniques for hands-on experiences.
7. Gain appreciation for various arts, styles, and cultures throughout history.
8. Obtain problem-solving, organizational, and decision-making skills.
9. Advance their understanding of the role of the visual arts in society, fine art, functional art, decorative art, and expressive art.
10. Increase visual awareness: observe with sensitivity, see detail, design elements, design principle relationships, and differences.
11. Learn the proper care and handling of materials and equipment.
12. Clean-up after themselves.

#### Teachers will:

1. Promote pride, confidence, and self-esteem.
2. Promote interaction with the visual arts, view, use as communication, appreciate. Have an understanding of symbols and the power and impact of visual images.
3. Promote cognitive learning (knowledge): vocabulary, techniques, artists, styles, cultures, and other specific learning objectives.

## Principles of Design

### Balance -

Is when all parts of a composition work together equally.

Balance can be created by:

- A. Unity or weight - such as top to bottom or left to right.
- B. Compositions that show:
  - 1. Symmetrical or formal balance.
  - 2. Asymmetrical or informal balance.
  - 3. Radial balance.

### Pattern/Rhythm -

Pattern is the repetition of a specific AElement of Art@ in a composition while rhythm is the accented movement of a pattern.

### Contrast -

Is when the AElements of Art@ are in opposition to each other.

Contrast can be created through:

- A. Rough/smooth textures.
- B. Light/dark values.
- C. Large/small shapes or forms.
- D. Bright/dull colors.
- E. Thick/thin lines.
- F. Near/far spaces.

### Emphasis -

Is used to create dominance and focus in a work of art. Emphasis can be achieved by using the AElements of Art@.

Emphasis can be created by:

- A. Focal areas of the center of interest.
- B. Visual emphasis:
  - 1. Light/dark contrast.
  - 2. Visual movement.
  - 3. Shape contrast.
  - 4. Isolated elements.
- C. Color dominance.

### Motion/Movement -

Is the visual movement throughout a composition that may be calm, chaotic, or have special effects.

Movement is created by:

- A. Using the AElements of Art@.
- B. Blurring images to show movement.

- C. Foreshortening.
- D. Visual movement through a composition.

Unity -

Is created when elements within a work of art come together to make a whole.

Unity is created by:

- A. Simplicity
- B. Repetition
- C. Proximity
- D. Visual movement throughout a composition
- E. Choice and placement of objects in the art work..

## GRADE K

### Specific Learning Objectives

#### I. Line

Students will:

- A. Understand the importance of lines in art and in everyday life.
- B. Identify and produce line and line characteristics with various media.
- C. Understand that line can illustrate feelings and movement.

#### II. Texture

Students will:

- A. Examine items found in and out of the classroom that are examples of texture.
- B. Create implied and actual textures (crosshatch, stipple with pencil, clay tools on clay.)
- C. Invent new textures based on knowledge acquired.

#### III. Color

Students will:

- A. Identify colors by name such as:
  - 1. Red
  - 2. Yellow
  - 3. Blue
  - 4. Orange
  - 5. Green
  - 6. Violet

#### IV. Shape

Students will

- A. Identify and describe basic shapes such as:
  - 1. Circles
  - 2. Squares
  - 3. Rectangles
  - 4. Triangles
  - 5. Ovals
  - 6. Diamonds
- B. Observe that a shape is anything that is created when two points meet.

#### V. Form

Students will:

- A. Be introduced to the idea of the six different forms:
  - 1. Cylinder
  - 2. Sphere
  - 3. Cube
  - 4. Cone
  - 5. Pyramid
  - 6. Rectangular prism

VI. Value  
Not taught at this level.

VII. Space

Students will:

- A. Identify and produce works that show:
  - 1. Top/bottom
  - 2. Large/small
  - 3. Thick/thin - (wide/narrow)
- B. Understand that all objects take up space.

NOTE: Objectives will be taught depending upon times met.



## **GRADE 1**

### Specific Learning Objectives

#### I. Line

Students will:

- A. Produce line variations.
- B. Connect lines to make shapes.
- C. Introduce straight edge.
- D. Be able to distinguish variations in line as well as produce artwork with line variety.

#### II. Texture

Students will:

- A. Define what texture is . . . a surface quality (rough, smooth, cracked, dry or dull).
- B. Create textures that are analogous/complimentary.
- C. Discover the surface quality of various types of paper:
  - 1. Watercolor
  - 2. Charcoal
  - 3. Drawing
- D. Analyze the textures to two sculptures, using the term rough and smooth.
- E. Create a clay sculpture using rough and smooth textures.

#### III. Color

Students will:

- A. Identify primary colors and variations of these colors.
- B. Produce other colors by mixing primary colors together.

#### IV. Shape

Students will:

- A. Describe similarities and differences in shapes.
  - 1. Large/small
  - 2. In/out
  - 3. Rough/smooth
- B. Identify shapes in their environment.

#### V. Form

Students will:

- A. Identify, discuss, and use common objects by their form name.

VI. Value  
Not taught at this level.

VII. Space

Students will:

- A. Understand that space is an empty place or area in which something exists, within, between, above, below, or around.
- B. Introduce
  - 1. Over/under
  - 2. Front/back
  - 3. Center
- C. Introduce and produce works of art that exhibit positive and negative space.

## GRADE 2

### Specific Learning Objectives

#### I. Line

Students will:

- A. Compare lines in nature to man-made lines.
- B. Name several varieties of line and point out in artwork.
- C. Produce artwork with line variety.
- D. Create movement with lines.

#### II. Texture

Students will:

- A. Identify texture in various work of art.
- B. Describe differences/similarities of natural and man-made textures.
- C. Collect and examine examples of natural textures, (tree bark, rock, sand).
- D. Compare examples of natural textures.
- E. Create a design by combining various textures.

#### III. Color

Students will:

- A. Name and mix primary and secondary colors to create a work of art.

#### IV. Shape

Students will:

- A. Identify geometric shapes.
- B. Build shapes using a variety of mediums.

#### V. Form

Students will:

- A. Create the six basic forms in a variety of media.
  - 1. Circle
  - 2. Square
  - 3. Rectangle
  - 4. Triangle
  - 5. Oval
  - 6. Diamond

#### VI. Value

Not taught at this level

## VII. Space

Students will:

- A. Identify
  - 1. Over/under
  - 2. Front/back
  - 3. Center
- B. Produce works that show:
  - 1. Overlapping
  - 2. Far/near
- C. Introduce 2-dimensional and 3-dimensional space.

## GRADE 3

### Specific Learning Objectives

#### I. Line

Students will:

- A. Identify and use ten or more types of lines in a composition.
  - 1. Straight
  - 2. Curved
  - 3. Wavy
  - 4. Dotted
  - 5. Zigzag/jagged
  - 6. Spiral
  - 7. Thick
  - 8. Thin
  - 9. Diagonal
  - 10. Looped
- B. Describe lines in their own art work and the works of others.
- C. Use lines to make a textured or patterned effect.
- D. Review use of straight edge.

#### II. Texture

Students will:

- A. List various artists that have demonstrated the effective use of texture.
- B. Describe how texture enhances a work of art.
- C. Use a variety of textured cloth to create a design.
- D. Demonstrate how texture repeated will create pattern.
- E. Create a drawing of an object inventing textures to create interest.
- F. Justify why various textures were used.

#### III. Color

Students will:

- A. Identify warm and cool colors using a color wheel.
- B. Identify what expressions, feelings, or mood can be associated with colors.

#### IV. Shape

Students will:

- A. Represent the human figure as basic shapes.
  - 1. Head - circle/oval
  - 2. Torso - fat, short rectangle
  - 3. Legs/arms - long, thin rectangle

- B. Identify free-forms.
- C. Break everyday objects into basic shapes to create works of art.

V. Form

Students will:

- A. Choose 3-dimensional media for personal expression.

VI. Value

Not taught at this level.

VII. Space

Students will:

- A. Recognize 2-dimensional from 3-dimensional
- B. Introduce perspective, depth, and motion
- C. Review and design work that shows both positive and negative space.
- D. Understand that size is decided by comparing one object to another.

## **GRADE 4**

### **Specific Learning Objectives**

#### **I. Line**

Students will:

- A. Use a straight edge to create a straight line only picture.
- B. Understand that lines suggest shapes, textures, details and shadows.
- C. Use hidden lines to lead the eye to center of interest.

#### **II. Texture**

Students will:

- A. Examine natural objects closely to determine textural quality. (Then create the same texture (natural sponge, bird feather).
- B. Describe surface tactile qualities of various objects.
- C. Demonstrate the ability to create the illusion of form using the stipple technique.
- D. Analyze techniques and processes employed when making textures.
- E. Create a drawing of real or imaginary scene using a variety of lines to imply texture.
- F. Conclude that texture is an important element when creating art.

#### **III. Color**

Students will:

- A. Identify what intermediate and complimentary colors are using a color wheel.
- B. Design a composition(s) using intermediate, tertiary, and monochromatic color scheme(s).
- C. Mix colors and create a composition using tints and shades.

#### **IV. Shape**

Students will:

- A. Look for and identify shapes in the environment and be able to reproduce them on paper.
- B. Look for and identify contour (or silhouettes) of a perceived object.
- C. Identify and use positive and negative space.

#### **V. Form**

Students will:

- A. Relate and identify the six basic forms that make up more complex forms.  
(Basic forms)
  - 1. Circles
  - 2. Squares
  - 3. Rectangles
  - 4. Triangles
  - 5. Ovals
  - 6. Diamonds

VI. Value

Students will:

- A. Understand the differences in light and dark.
- B. Understand that value is used in art to describe the lightness or darkness of lines, forms, and colors.
- C. Understand that shading is a very gradual change from light to dark values.

VII. Space

Students will:

- A. Draw from observation.
- B. Identify depth perception in a work of art.



## **GRADE 5**

### **Specific Learning Objectives**

#### **I. Line**

Students will:

- A. Use contour lines to draw edges and outlines of objects.
- B. Use line to help create depth.
- C. Use straight edge to create pictures and design.

#### **II. Texture**

Students will:

- A. Identify various materials that can be used to create surface textures (styrofoam, linoleum, plaster, wood, clay).
- B. Describe how textures are created when producing etchings.
- C. Demonstrate the ability to create etchings with a variety of textural effects.
- D. Analyze how various materials and techniques influence textural qualities.
- E. Compose a design from various materials that show examples of texture (styrofoam).
- F. Defend the use of specific textures when creating artwork.

#### **III. Color**

Students will:

- A. Label and mix complimentary colors.
- B. Identify and mix colors to make tones using complimentary colors.
- C. Design a composition using complimentary colors.

#### **IV. Shape**

Students will:

- A. Identify negative shapes around and inside an object.

#### **V. Form**

Students will:

- A. Create a unified form by combining masses.

#### **VI. Value**

Students will:

- A. Understand that artists may use light and dark values to suggest the form of objects or to create a flat design.

VII. Space

Students will:

- A. Understand that 2-dimensional surfaces require optical illusions to show depth (such as: a vertical line vs. A diagonal line).
- B. Sight with a pencil to achieve an accurate proportion.

## **GRADE 6**

### **Specific Learning Objectives**

#### **I. Line**

Students will:

- A. Review contour lines to create a composition.
- B. Use line to create depth, such as 1 and 2 point perspective.
- C. Use gesture lines.
- D. Use hatching and cross-hatching techniques in a composition.

#### **II. Texture**

Students will:

- A. Identify and describe number of texture in works of art.
- B. Demonstrate the ability to create a variety of textures with a variety of textures with a variety of tools.
- C. Demonstrate craftsmanship when developing various textures.
- D. Analyze how texture is used to create personal solutions to design problems.
- E. Recognize that various textures were developed and used for specific purposes in various cultures.
- F. Demonstrate the ability to evaluate the impact texture has when used in a design.

#### **III. Color**

Students will:

- A. Name, mix, and use primary, secondary, and intermediate colors, as well as tint, tone, and shades.
- B. Identify what analogous colors are.
- C. Mix and create a design using an analogous color scheme.

#### **IV. Shape**

Students will:

- A. Practice the concept of using realistic shapes and simplifying them into abstract shapes.

#### **V. Form**

Students will:

- A. Combine objects to create a form.
- B. Differentiate between 2-dimensional and 3-dimensional objects.

VI. Value

Students will:

- A. Produce works that suggest objects drawn are 3-dimensional.

VII. Space

Students will:

- A. Introduce 3 optical principles:
  - 1. Vanishing point
  - 2. Horizon line
  - 3. Points of view (below, above, ground level, and aerial)
- B. Study different cultures use of space and awareness (such as Egyptian - shallow illusion, Japanese cubical space).

## **ADDITIONAL ROLES OF PROGRAM**

Since the elementary art program is a sequential course of study with its own objectives, request posters/contests, decorations, and activity, oriented items must be limited. The art teacher must maintain the integrity of the program. It is within the role of the program to:

1. Display student work (exhibits, contests).
2. Integrate with other subject areas on occasion (example: writing week).
3. Consult building teacher who desire to include more art in their classrooms.
4. \*Provide appropriate instruction for the special student..
5. Provide appropriate instruction for the gifted students.
6. Use community resources.
7. Include historical and cultural events and themes as appropriate.

NOTE: Three considerations must be kept in mind when the special student is in the art class:

1. Safety of the special student and other students. Some materials may not be appropriate. Arrangements should be made between the special education teachers and the art teacher.
2. Appropriate activity for special student. Some projects may not be altered to such a degree that is appropriate for the special student. Again, arrangements should be made between special education teacher and art teacher.
3. Learning atmosphere. In the event the special student interferes with the learning atmosphere of the entire class, an alternative may be necessary. The art teacher will refer the student to special education.

## **ASSESSMENT**

### **Art Grades:**

1. Student assessment will be based on the teachers criteria and lesson objectives.
2. Art teachers are to keep on file a copy of grades.
3. The purpose of art grades is to note student=s
  1. Assume responsibility.
  2. Participation.
  3. Social behavior.
  4. Willingness to cooperate.

**ART TEACHERS MAY USE CHECKLISTS, EXAMS,  
NOTES, AND OTHER MEANS TO  
HELP ASSESS STUDENT PROGRESS.**

## **THE NATIONAL VISUAL ARTS STANDARDS**

Educate America Act was passed by Congress in 1993. A National Standards Visual Arts Task Force consisting of National Art Education Officers, Regional and Division Leaders, and K-12 Teachers reviewed drafts for national standards that specify the art knowledge and skills students should achieve that students are expected to attain in the competencies, for each of the arts, at the completion of grades 4, 8, and 12. These standards are not mandatory, but optional for school districts and states.

The following Content Standards specify what students should know and be able to do in the arts discipline.

1. Understand and apply media, techniques, and processes.
2. Use knowledge of structures and functions.
3. Choose and evaluate a range of subject matter, symbols, and ideas.
4. Understand the visual arts in relation to history and cultures.
5. Reflect upon and assess the characteristics and merits of their work and the work of others.
6. Make connections between visual arts and other disciplines.

They should be able to communicate at a basic level in the four art disciplines-- dance, music, theater, and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each art discipline.

They should be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

They should be able to develop and present basic analysis of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

They should have an informal acquaintance with exemplary works of art from a variety of cultures and historical period and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

They should be able to relate various types of art knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any art-related project.

## VOCABULARY

### Specific Vocabulary

Students will know:

NOTE: Vocabulary denoted with (\*) is from the selected glossary from the National Visual Arts Standards.

(A)

Abstract	- simplification, stylization, and/or rearrangement of objects or elements.
Acrylic Paint	- plastic, water-based, artists= paint (polymer emulsion).
*Aesthetics	- a branch of philosophy that focuses on the nature of beauty, the nature and value of art and the inquiry processes and human responses associated with those topics.
Armature	- skeleton-like framework upon which any type of media can be hung or molded.
Analogous Colors	- colors that are closely related on a color wheel i.e. red-orange yellow.
*Analysis	- identifying an examining separate parts as they function independently and together is creative works and studies of the visual arts.
*Art Criticism	- describing and evaluating the media, processes, and meanings of works of visual arts, and making comparative judgments.
*Art Elements	- fundamental concepts of communication in art: line, color, shape, texture, form and space.
*Art History	- a record of the visual arts incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.
*Art Materials	- resources used in the creations and study of visual art, such as paint, clay, cardboard, canvas, film, videotape,



models, water colors, wood, and plastic.

\*Art Media - broad categories for grouping works of visual art according to the art materials used.

\*Assess - to analyze and determine the nature and quality of achievement through means appropriate to the subject.

## (B)

Background - the space that appears behind the main object in a composition.

Balance - equilibrium of all contributing parts in a work of art to create unity of weight top to bottom and left to right. Balance may be symmetrical (formal) or asymmetrical (informal) or radial.

Bas-Relief (Low Relief) - sculpture carved so as to project from a flat background as on a coin.

Batik - a design made by coating a surface with wax and then dyeing the unwaxed. A process used in textile design: originated in Indonesia.

Brayer - a rubber roller used for inking printing blocks.

Bisque Ware - clay ware which has been fired once and is unglazed.

## (C)

Calligraphy - decorative handwriting: a design created by the arrangement of letters to form a pattern.

Caricature - a drawing that exaggerated the features of a person.

Cartoon - a full-scale drawing on paper from which a painting, especially murals, are made. Also designates humorous drawings such as comic strips, caricatures, or political satires.

Casting - a reproductive process of pouring or pressing a

material into a particular form through the use of a mold.

Center of Interest	- that part of a composition which is first to attract the eye. The part which the artist wishes to express most forcefully.
Ceramics	- the art of making pottery or objects from clay. This could be done by hand or machine.
Cityscapes	- a view of city environment.
Collage	- an art technique of forming a composition by grouping different textures, objects, and materials together.
Color	- that quality of a surface by which certain rays of light are reflected and others absorbed.
Color Qualities	- the three major properties of color: hue, value, and intensity.
Color Wheel	- a chart based on the mixing of the primary colors: red, yellow, blue. By reading the color wheel, it is possible to discover how other colors are made by mixing.
Compass	- a tool for making circles and curves.
Complimentary Colors-	colors at the opposite side of a color wheel. i.e. red/green, yellow/violet, blue/orange. When mixed they produce a grayed or neutral hue.
Composition	- the manner in which the forms, lines, and colors of an artwork are arranged.
*Context	- a set of interrelated conditions (such as social, economic, political), in the visual arts that influences and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.
Contrast	- elements in opposition to one another, i.e. rough/smooth textures, light/dark value, large/small shapes, etc.
Cool Colors	- blue, green, and purples. These colors appear to recede in space.
*Create	- to produce works of visual art using materials,

Critique techniques, processes, elements, and analysis: the flexible and fluent generation of unique, complex, or elaborate ideas.

- to examine, judge, or express an opinion. To criticize constructively.

## (D)

Design - the arrangement of elements utilizing principles that make up a work of art.

Design Principles - balance, contrast, emphasis, movement, repetition, and unity.

Diagonal - slanted in a direction as opposed to horizontal or vertical.

Dimension - 2-dimensional that which is flat and can be measured only in length and width: shape.  
3-dimensional adding the third dimension of depth: to a 2-dimensional surface: form.

Diorama - a 3-dimensional, stage like scene or composition showing depth.

Dominance - a strongly emphasized part, idea, or theme in a work of art.

## (E)

Easel - an upright frame for supporting a canvas or drawing surface.

Emphasis - the center of interest, focus, or dominance in a composition. May be achieved through the use of bold details, unusual textures, bright colors, or any prominent element.

Etching - a scratching technique on a surface.

\*Expression - a process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

\*Expressive Features - elements evoking affects such as joy, sadness, or

anger.

Eye Level	- the level at which a viewer see a subject.
(F)	
Firing	- the heating of clay to high temperatures which changes the clays physical properties.
Foreground	- (1.) A 3-dimensional object interrelated with space. (2.) The creation of a dimensional illusion on a 2-dimensional surface.
Foreshortening	- the technique of distortion in perspective in order for the subject to appear 3-dimensional.
Free-form	- a shape with no particular identifications.
Geometric	- a regular shape of exact mathematical construction.
Gesture Drawing	- a quick sketch of a subjects action.
Glaze	- a kiln-fired, glass-like finish on clay.
Gradation	- a change by steps and stages.
Graphics Tablet	- computer hardware used to create graphic images on a computer.
Greenware	- unfired ceramic ware.
Grid	- a network of horizontal and vertical lines and/or diagonal lines.
Grog	- fired clay which has been crushed and ground into various sized particles and added to clay to reduce shrinkage.
(H)	
Hardware	- computer device: monitor, printer, plotter, graphics, tablet, mouse, disk drive, etc.
Highlights	- the brightest spot in a drawing, picture, or on the surface form.

Horizon line	- is an illusional line where the sky meets the ground.
Hue	- the name of a color. (I)
*Ideas	- a formulated thought, opinion, or concept that can be represented in visual or verbal form.
Illusion	- perception of an appearance which does not correspond with reality.
Illustration	- a visual example that explains or clarifies an idea, concept, or product.
Image	- a visual representation or likeness of something.
Intensity	- the brightness or dullness of a color. A color is made less bright by adding color opposite the color wheel and/or black or white.
Intermediate colors	- primary colors mixed together: yellow-orange, red-orange, red-violet, blue-violet, blue-green, yellow-green. (K)
Kiln	- a furnace made for firing clay products.
Kinetic	- of or relating to the motion of material bodies: an object with moveable parts. (L)
Landscape	- a scenery painting: also includes the city scape or seascape: a view of land or representation of natural scenery.
Leather Hard	- the condition of raw clay ware after most of the moisture has been removed.
Line	- the extension of a single dot. The edge of something.

Lithography	- a print-making method in which a metal plate or stone is drawn on with an oily crayon that resists water while holding the ink for printing. (M)
Marionettes	- a jointed puppet operated with strings.
Mass	- a quantity of matter in a certain form. A positive shape.
Media Medium	- the materials used by an artist to create an artwork.
Middle Ground	- the middle art in a composition as it appears to the viewer.
Mixed Media	- combining various media into one work of art.
Mobile	- a hanging, moveable sculpture.
Model	- (1.) A plan or outline. (2.) A miniature reproduction of a form. (3.) A person or object used as subject matter in a composition.
Mold	- a form or box containing a hollow, negative form. A positive form is made through the process of casting in a mold print.
Mono-Print	- a process of printing by which only one print is obtained.
Monochromatic Colors-	variation of one basic color containing different tints, shades, and intensities.
Montage	- an arrangement of pictures or images (photograph) in a symbolic form with a central theme.
Mood	- the feeling one gets from a composition.
Mosaic	- design or picture created by imbedding stones or pieces of glass on a floor vault, or wall.
Movement	- the sensation of a visual pathway through a work of art. May be calm or chaotic or contain special effects, such as those found in optical art, kinesthetic works, etc.

Mural - a large composition done for or on a wall.

(N)

Naturalistic - reality-based works of art: resembling nature.  
Negative Shape/Space- a void in relationship to an object.

Neutral Colors - Tones which do not reflect any single hue (white, black, and gray).

Non-Objective - shape/form that does not represent anything in reality.

(O)

Oil Paint - a powdered pigment held together with oil.

Op Art (Optical Art) - a work of art that has visual optical effects on the viewer, often visually deceptive.

\*Organizational Principles- underlying characteristics in the visual arts, such as repetition, balance, emphasis, contrast, and unity.

Overlapping - a part of one object covers the part of another to which helps create space of depth.

(P)

Palette - a surface on which paint is mixed.

Parabola - a way of making curved line movement with a series of straight lines intersecting in geometric pattern.

Parallel Lines - lines equal distance apart in the same directions: never meeting.

Pattern - repetition of line, shape, color, or texture in a composition, a model from which something is to be made.

\*Perception - visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective - a mechanical system of creating the illusion of a 3-  
(Linear) dimensional space on a 2-dimensional surface.

Perspective (Aerial or Atmospheric)	- uses value and color modification to suggest or enhance the effect of space.
Picture Plane	- the surface on which the artist executes his composition.
Pigment	- coloring matter or substance used by the artist to create the effect of color on a surface.
Plane	- a 2-dimensional surface which may be either flat or curved.
Portrait	- a visual representation of a person or animal.
Positive Shape/Space-	the area an object takes up in a composition: figure as opposed to ground.
Primary Colors	- red, yellow, and blue from which all other colors are derived.
Printing Ink	- a thick material made for printing with a brayer.
Prism	- a transparent body that separated white light passing through it into the colors of the spectrum.
*Process	- a complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in print-making, or the casting or constructing processes in making jewelry.
(R)	
Realistic	- representing things as they are in life.
Relief	- a form that is partially raised from the background.
Relief Printing	- one in which any portion of the design not to be printed is cut away and lowered below the printing surface of the block.
Relief Sculpture	- a surface which is raised to one of three levels: low, medium, and high.



Repetition	- an element recurring in a work of art, either in regular or irregular order. Repeated elements can create a rhythm or pattern.
Rule of Thirds	- is a method of dividing a page up to create the primary center of interest, secondary center of interest, and so forth. Two vertical lines and two horizontal lines which intersect each other at equal distances.
Rhythm	- an accented movement in a certain pattern. (S)
Sculpture	- a 3-dimensional construction.
Seascape	- a view including an ocean or sea.
Secondary Colors	- green, violet, and orange each which are made by mixing two primary colors.
Shade	- to darken a color by adding black.
Shape	- the outside appearance or contour of an object: a 2-dimensional area whose boundary may be defined by line or contrast in value, hue, or texture.
Silhouette	- an outline of an object filled in with a uniform color.
Silk-Screen Print	- printing technique using stencil and screen.
Slip	- clay mixed with water to a creamy consistency.
Software	- computer program which determines what the computer does.
Space	- the area in which all things exist.
Stabile	- a 3-dimensional form which is fixed in space.
Static	- without motion, unchanging.
Stencil	- a positive or negative shape cut from flat material through which a duplicate is produced.

Still Life	- an arrangement of real objects used as subject matter or model for artwork.
*Structures	- means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.
Symbol	- an image which represents an idea or object.
Symmetrical	- formal balance. If an imaginary line is drawn through the center, both sides are exactly the same.
	(T)
Tactile	- that which can be felt by touch.
*Techniques	- specific methods or approaches used in a larger process, (i.e. gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color).
*Technologies	- complex machines used in study and creation of art, such as lathes, presses, computers, lasers, and video equipment.
Tempera	- water-based, opaque pigment, paint.
Tertiary	- intermediate colors.
Texture	- the actual or visual feel of an objects surface.
Three-dimensional	- having length, width, and depth, form.
Tint	- white added to a hue to lighten the color.
*Tool	- instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, knives, kilns, and cameras.
Two-Dimensional	- having length and width, shape.
Triad Colors	- any three colors on the color wheel which are arranged in a equilateral triangle, (i.e. red, yellow, and blue:

or orange, green, and violet).

(U)

Unity - an harmonious ordering of elements within a work of art. An arrangement of parts creating an integrated whole.

Utilitarian - the property of having a practical function as opposed to something having an aesthetic function.

(V)

Value - the lightness or darkness of color or neutral.

Variety - diversity of elements: the avoidance of monotony.

Vertical - a line or direction which is straight up and down and at right angles to the horizon.

Visual - that which can be seen.

\*Visual Arts - a broad category that includes the traditional fine arts such as drawing, painting, print-making, sculpture: communication and design film, television, graphics, product design: architecture, and environmental art such as urban, interior, and landscape design: folk arts: and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

\*Visual Arts Problems- specific challenges based in thinking about and using visual arts components.

(W)

Warm Colors - yellows, red, and oranges. Seem to advance in space.

Warp - vertical weaving fiber.

Wash - A thin layer of pigment or ink spread on a surface (paper, painting, printing, etc.)

- Watercolor
  - a transparent, water-based paint.
- Wedging
  - preparing clay by kneading.
- Weft
  - horizontal weaving fiber.

## Thoughts to Ponder

Students need to understand and be able to display knowledge that:

### Ž OBJECTS THAT LOOK CLOSE TO US ARE:

- | large sizes
- | overlapping
- | low in format
- | convex shape
- | clear edge
- | rough textures
- | light value
- | intense color
- | warm color

### Ž OBJECTS THAT APPEAR FARTHER AWAY ARE:

- | small size
- | overlapped
- | high in format
- | concave shape
- | unclear edge
- | smooth textures
- | dark value
- | dull color
- | cool color